



**Optimism and
Opportunity for All!**

**Leading Change,
Teachers' Institute, &
School Counselors' Institute**



Diverse Texts: Creating a More Inclusive Curriculum

Wednesday, June 9, 2021

Your Session Presenter

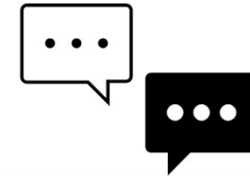
- Lauren Spenceley, M. Ed
- Secondary English Language Arts Specialist
- English Language Arts Team
- Arizona Department of Education

Email: lauren.spenceley@azed.gov

Website: <https://www.azed.gov/standards-practices/secondary-literacy-middlehs>



Let's Chat...



- We will be using the Chat feature primarily to communicate, as well as other modes
- Who's here?
 - In the chat, say hello!
 - Share your name and location
 - Which track of the conference are you following?
 - 1. Teacher's Track (Teacher, Parent, Paraprofessional)
 - 2. Leader's Track (Administrator, Coach, Specialist, Leader)



Today's Session:

Educators have a responsibility to diversify the representation in the texts that students read in their classrooms. There is a world of diverse texts available that will give a broader viewpoint of the world as well as allow for and celebrate greater representation. The ADE ELA team has created a guidance document and suggested book list to assist with this important work. The list includes fiction texts that feature protagonists and characters that are a part of underrepresented groups. There are also non-fiction texts that represent diverse voices and diverse perspectives of history.

Outcomes:

- Participants will learn how to use the ADE Diverse Texts guidance to help them create a more inclusive curriculum in their secondary ELA Classroom, and how to start a conversation in their classroom, school, and district.
- Participants will also be provided resources that will help them move beyond the book list. It is not enough to just teach a diverse curriculum - this work should also include opportunities for deep discussions, self-realizations, research, attitude shifting, bias recognition, and identity discovery.
- Participants will be provided with guiding questions to help them make decisions about what to replace or supplement in their current book list.



Why diverse texts?



“Mirrors, windows and sliding doors” – Rudine Sims Bishop

Why diverse texts?



Mirrors, windows and sliding doors

Waterfall Activity:

- Look at the thoughts that you jot down during the video.
- In the CHAT box, type out one of you're a-ha moments but DON'T click "Enter" just yet.
- I will count to three and everyone will hit enter at the same time.
- As everyone's ideas come through, read them through.
- Feel free to comment back to someone you agree with.

Diverse Texts Guidance Doc

★ Secondary Literacy: Middle_HS | x +

← → ↻ 🏠 azed.gov/standards-practices/secondary-literacy-middlehs

▼ Diverse Texts in ELA

Educators have a responsibility to diversify the representation in the texts that students read in their classrooms. There is a world of diverse texts available that will give a broader viewpoint of the world as well as allow for and celebrate greater representation. Each of the books in the chart provided here feature protagonists and characters that are a part of underrepresented groups. There are also non-fiction texts that represent diverse voices and diverse perspectives of history. Additionally, there are resources to help educators diversify their curriculum.

Guidance Document: [Diverse Texts in the Secondary ELA Classroom Guidance](#)



Resources available

Diverse Texts in the Secondary ELA Classroom Resources



For even more in-depth research into how to incorporate diverse texts into the secondary ELA classroom, these two educator-created resources are invaluable:



- English Elixir "Replace or Supplement the Canon with a Diverse Curriculum", which can be found at <https://englishelixirpt.wixsite.com/englishelixir/post/replace-or-supplement-the-canon-with-a-diverse-curriculum>
- Secondary English Coffee Shop, "Rethinking the Classics: Supplements and Updates for 10 Core Texts" <https://secondaryenglishcoffeeshop.blogspot.com/2020/06/rethinking-classics.html?m=1>

Other resources that were used to compile the list are as follows:

- Maya Angelou, <https://www.oprahmag.com/entertainment/books/a26764149/maya-angelou-books/>
- Nerd Daily, "10 Diverse YA Fantasy Books That You Should Read," <https://www.thenerdaily.com/10-diverse-ya-fantasy-books/>
- PBS Newshour, "10 books besides 'To Kill a Mockingbird' that tackle racial injustice" <https://www.pbs.org/newshour/arts/10-books-besides-to-kill-a-mockingbird-that-tackle-racial-injustice>
- Remezcla, "The Literary Canon Is Mostly White. Here's an Alternative Latin American Reading List," <https://remezcla.com/lists/culture/latin-american-books-literary-canon/>
- Rich In Color, "9 Dystopian/Post-Apocalyptic Books Starring PoC," <http://richincolor.com/2013/12/9-dystopianpost-apocalyptic-books-starring-poc/>
- Teaching Tolerance magazine, "The New YA," <https://www.tolerance.org/magazine/spring-2020/the-new-ya>

Further reading and resources related to this topic:

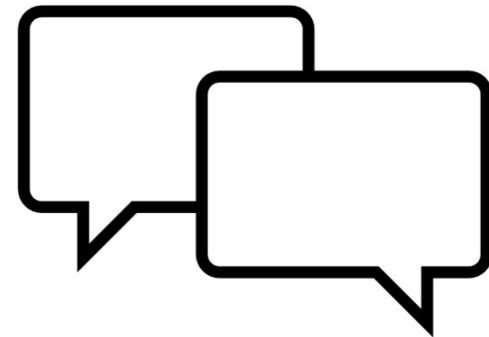
- Arizona Department of Education, School Improvement: Equity and Diversity, <https://www.azed.gov/improvement/equity-and-diversity/>
- Book List, "100 MUST-READ CLASSICS BY PEOPLE OF COLOR," <https://bookriot.com/100-must-read-classics-by-people-of-color/>
- Disrupt Texts, <https://disrupttexts.org/>
- Diverse Texts Primary Reading Room, more primary-focused but could be used for read-alouds and discussion in the secondary classroom, <https://bit.ly/32WviPZ>
- Harvard University, "Hooked on Classics," <https://www.gse.harvard.edu/news/ed/19/08/hooked-classics>
- Harvard University, "Reloading the Canon," <https://www.gse.harvard.edu/news/ed/19/08/reloading-canon>
- Nic Stone, author of *Dear Martin* and others, "Anti-racists books are not enough. Bestselling author Nic Stone shares 10 books that celebrate black lives," <https://www.goodmorningamerica.com/amp/culture/story/anti-racists-books-bestselling-author-nic-stone-shares-71175499>
- Rich In Color, Reading and Reviewing Diverse YA Books, <http://richincolor.com/>
- Teaching Tolerance, <https://www.tolerance.org/>
- Time, "Reading Anti-Racist Nonfiction Is a Start. But Don't Underestimate the Power of Black Fiction," <https://time.com/5861861/jasmine-quillory-black-fiction/>
- We Need Diverse Books <https://diversebooks.org/>



Educate Empower Elevate

The importance of discussion

- It is important to engender classroom discussion surrounding these texts.
- This can lead to:
 - deep discussions
 - self-realizations
 - Research
 - attitude shifting
 - bias recognition
 - identity discovery



Diversifying ELA Texts

- ELA teachers can teach the ELA standards with any fiction or non-fiction text – that's the beauty of ELA standards
- Certain texts have been taught over and over – but it's not required by the standards
- We can shake up the traditional canon – either by *supplementing* or *replacing* the texts that have been traditionally taught
- Guiding questions to help teachers, coaches, and curriculum specialists make decisions:

Guiding questions that can help you make decisions:

GUIDING QUESTIONS

For each text you teach, ask yourself:

- What themes will students consider?
- What essential questions will students explore?
- Which literary elements will students observe?
- Which voices are absent in the current unit?
- What other texts could students use to achieve these goals?

From:
<https://secondaryenglishcoffeeshop.blogspot.com/2020/06/rethinking-classics.html?m=1>



Remember:

It's also important to remember –

This is important work that won't happen overnight, just start somewhere.

You don't have to replace every text – but have a continuing conversation of how to make curricula more inclusive (**replace and/or supplement**)



Share Out Your Reflections

padlet

Lauren Spenceley + 53 • 2mo

Diverse Texts Guidance Reflection

Share out your reflections after our discussion of the ADE Diverse Texts guidance. I will respond to you in the comments, so please check regularly. Any questions? Email me lauren.spenceley@azed.gov.

https://padlet.com/mz_ess_az/q645g89s4rlf4aru

Shared Links from the Presentation	Reflection #1 - How are you already incorporating diverse texts into your classroom/school? Respond below.	Reflection #2 - How would you like to incorporate diverse texts into your classroom/school?	Book Recs - If you have read or taught any of the books on the guidance doc, just share a quick shout out below:	Share any ideas/topics for future webinars related to Diverse Texts that you would like to see:	ADD COLUMN
<p>+</p> <p>Lauren Spenceley 1m</p> <p>"Mirrors, Windows, and Sliding Doors" - Rudine Sims</p>	<p>+</p>	<p>+</p>	<p>+</p>	<p>+</p>	



1. Use QR code or click the link in chat to open the Padlet.
2. You do not have to log into Padlet if you don't have an account, but you will want to sign your name.
3. Click on the plus sign under each column to share your reflections.
4. Feel free to like (click the ♥) and comment on others' posts.
5. You will have access to this Padlet even after the webinar to stay in touch and get ideas. All of the resources from today's presentation are also on the Padlet.





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Thank you!

- Recorded sessions will be loaded to the Teachers' Institute & Leading Change webpage on the ADE website ~ one week after the live conference closes.
- <https://www.azed.gov/leading-change>
- Recordings will not be archived through the CE21 platform.
- Survey – link at the top

Thank you!!

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